DOCUMENT RESUME

ED 229 317 SO 014 680

AUTHOR	Allen, Rodney F., Ed.
TITLE	Consequences of Law and Rule Breaking (Law-Related Education Materials) 1982-83.
INSTITUTION	Tri-County Teacher Education Center, Sebring, Fla.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Law Education Program.
PUB DATE	83
NOTE	75p.; Some small print type may be marginally legible. Materials produced by teachers in Hardee County, FL.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Child Abuse; Citizenship Education; Crime; Elementary Education; Junior High Schools; *Juvenile Courts; *Law Enforcement; Learning Activities; *Legal Education; *Legislation; *School Policy; Social Studies; Stealing; Teacher Developed Materials; *Victims of Crime

ABSTRACT

Approximately 60 teacher-developed activities for legal education in some Florida elementary and junior high schools focus on the consequences of breaking rules and committing crimes and on victims of crime (individuals, community, society). Most of the lessons present a brief, one-page reading followed by questions to determine students' understanding and judgment of the content. Elementary school topics include school rules on tardiness and running, thinking about intentions of certain actions, consequences of drinking and driving, trespassing, and shoplifting. Other activities involve listing classroom rewards and punishments and analyzing reaons for specific school reward and punishment rules. Junior high school readings focus on child abuse, not paying for food in a restaurant, inciting a fight, harassment, trespassing, unauthorized absence from school, cruelty to animals, and false fire alarms. A separate section contains activities for students to understand the juvenile and criminal justice systems. Sheriff's department forms for crimes against property and persons, booking, fingerprinting, and final disposition are included. Some Florida statutes relevant to specific crimes are reprinted on worksheets. (KC)

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"Consequences of Law and Rule Breaking"

(Law-Related Education Materials)
1982-83

Materials Produced

By Teachers In

HARDEE COUNTY

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SP 014 680

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FOREWORD

These lessons for law education were produced by Hardee County teachers for their classes and students. They are sharing them with others because they think that law education is important for all children -- and they hope that you will share your creative lesson ideas with them. The lessons are designed to compliment Judge Clifton M. Kelly's units in THE CONSEQUENCES OF CRIME.

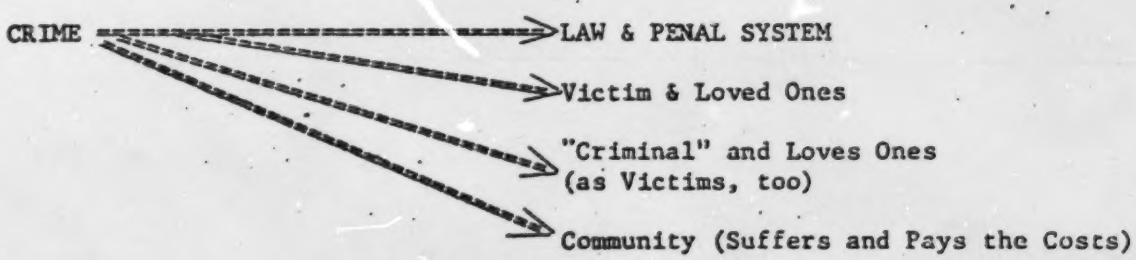
Why law education? A recent study suggested that law education can significantly reduce delinquency when taught according to prescribed principles. In the study, students were less likely to use violence to solve conflicts, and were less dependent upon others who engage in delinquent behavior. The study found that increased knowledge of the law, reasons for law and rules, and criminal and juvenile justice systems was directly related to reductions in delinquency.

Success in law education of this type stresses youth participation in case studies, mock trials, and ways to manage conflict; positive experience with law enforcement officers and members of the criminal and juvenile justice systems (judges, HRS workers, etc.); examination of local delinquent or criminal acts in and out of school, studying the CONSEQUENCES of such actions not only in the context of the COURTS & JAILS, but in terms of the VICTIMS. VICTIMS are aways defined as 1) the person whose property or person was adversely affected, and his/her loved ones; 2) the person who did the delinquent/criminal act, and his/her loved ones (--who are certainly victims, too); and 3) the COMMUNITY -- or SOCIETY in general -- where the costs are paid, the sense of trust and caring diminished, and all victims suffer.

Law Education focused upon the CONSEQUENCES OF CRIME is not to learn simply what the LAW SAYS or to see what the LAW WILL DO TO YOU, if you do this or that.

CRIME ==========> LAW & PENAL SYSTEM

That is simplistic. Our efforts are to build EMPATHY and RESPONSIBILITY, and UNDERSTANDING. That is, why do we have laws, or this law or that law? Who benefits? Why? What is our duty here? Or responsibility there? How do we get such duties and responsibilities? What are the consequences of this behavior or that? Who are the victims of this behavior or that? What are the rewards of this way of acting, or that way of behaving?



The lessons in this booklet are openings, ways to begin to teach youngsters the consequences of rule breaking and law breaking. They are to be used with Judge Clifton M. Kelly's THE CONSEQUENCES OF CRIME booklet, which is available to teachers in Highlands County, through the good offices of Glenn Cdham, Coordinator of Social Studies, 426 School Street, Sebring, 33870 -- 382-1121.

Wayne H. Duncan, Director
Tri-County Teacher Education Center

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

SCHOOL RULES AND SOCIAL LAWS

Rules and laws are usually written guides about the way we act. Rules are usually general guides that apply to some people. Laws are usually written, legal guides that apply to everyone. Rules are usually used to organize our activities, to protect our rights, to give us information, and to protect our safety. Some rules are written, while others are talked about and generally accepted. Look at some of the different rules or laws which follow and think about these questions:

1. **What does this springboard describe?**
2. **What is a "rule" or "law"?**
3. **Why do we have rules and laws?**
4. **Why was each rule and law made?**

1. ALWAYS RIDE YOUR BIKE ON THE RIGHT SIDE OF THE ROAD.
2. AT THE FIRST MEETING OF THE SPANISH CLUB, A PRESIDENT AND OTHER CLUB OFFICERS WILL BE ELECTED.
3. ALL CHILDREN MUST ATTEND SCHOOL UNTIL THEY ARE SIXTEEN YEARS OLD.
4. CLUB MEETINGS ARE HELD THREE TIMES PER WEEK.
5. NOWADAYS MONEY IS USED TO BUY THINGS.
6. THE PENALTY FOR LITTERING IS $200.00.
7. THE PENALTY FOR SHOPLIFTING IS A FINE AND POSSIBLY JAIL.
8. DON'T THROW THINGS OUT OF THE SCHOOL BUS WINDOW.

NAME _____ TEACHER _____

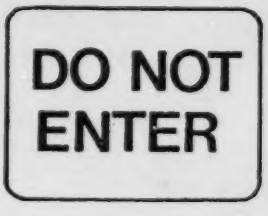
SCHOOL _____ DATE _____

SCHOOL RULES AND SOCIETY'S LAWS

Rules and laws are usually written guides about the way we act. Rules are usually general guides that apply to some people. Laws are usually written, legal guides that apply to everyone.

We see rules and laws around town all the time. Most of these rules and laws help us by giving us information or by protecting our safety or individual rights. Look at some of the rules which follow and think about these questions:

1. **What kind of rules are these? What does each rule mean?**
2. **Why are these rules important?**



CLASSROOM RULES

General Objective: The student will be able to identify ways to promote courtesy and good behavior in the classroom.

I. Teaching strategies or Procedures:

A. Beginning and motivating activity.

1. The participant will view the filmstrip, Manners Make a Difference.

B. Developmental activities:

1. The participant will suggest rules to be written on the chalkboard to protect the well-being of themselves and others in the classroom.

2. The participant will decide which rules should be used in the classroom through a discussion, and decide if it is a good rule, how will it protect everyone in the class, if it is a fair rule, and what kind of punishment should be given to those who "break" the rule.

C. Summarization and evaluation activities:

1. After generalizing the rules on the chalkboard, have each participant draw a picture of one rule being observed in the classroom and share it in class with the other students.

2. Place each picture on a bulletin board entitled, "Classroom Rules Make a Difference."

D. Materials:

1. Chalkboard

2. Bulletin board

3. Manners Make a Difference, S.V.E. Educational Filmstrips, 1345 Diversey Parkway, Chicago, Ill. 60614 F-796-2 CM

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

SCHOOL RULES

A. Use a dictionary to write down the definition of responsibility:

B. Read the following list of school responsibilities.

RESPONSIBILITIES

Students are expected to:

Cooperate with and respect principals, teachers, school staff members, and other students.

Respect school property.

Know and observe school rules.

Do all classroom assignments.

Help create mutual trust and respect.

Go to all classes and to other school activities to which they have been assigned.

Students are expected not to interfere with the rights of other students — in particular, their right to an education — and not to disrupt school in any way.

C. What would your school be like if students did not accept these responsibilities?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

SCHOOL RULES: CONSEQUENCES

- **What is a reward?**
- **What is a punishment?**
- **What are some examples of rewards and punishments used at home?**
- **How do people use rewards in the community? Punishments?**

Begin by making a list of five rewards and five punishments at school or in your classroom. Describe a reason for each in the next box to the right. Write down who you think makes the decision about that reward or punishment in the last box. You have 20 minutes.

Rewards	Reasons For These Rewards	Who Makes Decisions About These Rewards
1.		
2.		
3.		
4.		
5.		

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

SCHOOL RULES ON TARDINESS

Rules	Consequences
1. Three tardies in one week.....	one day of detention
2. Excessive tardies.....	the student is sent to the office

Shay is spending her second year in the seventh grade. She has been working hard to keep her grades slightly above average. Unfortunately, Shay's attitude toward school rules, administrators, teachers and students is very much lacking for respect, the same as it was the previous year. She refuses to obey the school's rules for students.

Shay has constantly been tardy to clases. After several weeks of this, Miss Smith decides to lock the door when the tardy bell stops ringing, until after she has called the roll. After two days of being locked out, Shay refused to come into class when the door was opened for her. She was sent to the office. Shay refused to take a paddling and was therefore suspended from school for five days.

Activity:

1. Define excessive tardies:
2. Was the teacher right in locking the door? _____ Why? Why not?
3. Were the parents notified of Shay's actions?
4. What should happen to Shay?
5. What should have been done to solve Shay's problem?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

CHEWING TOBACCO

Jill and Robert are brother and sister. They both walk to school together each day. Robert is fifteen and Jill is thirteen. On this particular day Robert decides to stop by the "Stop n Go" market to get a candy bar. Jill waits outside while Robert goes inside. He passed by the candy counter and over to the shelf with the chewing tobacco. Robert pulls out his money to see if he has enough money to purchase the tobacco rather than the candy. Sure enough Robert had just enough to buy one package of "Red Man" chewing tobacco. Robert picks up the tobacco and takes it to the cashier who rings it up, and Robert proceeds on outside.

Robert's friends were waiting at school anxiously as if he had planned this the day before. The three guys and Robert go outside behind the Physical Education Building where no one will be able to see them. Robert pulls the package of "Red Man" chewing tobacco out of his pocket and passes it around to his friends. They each fill their jaws full. The guys were so caught up in their chewing that they failed to realize the bell had rung and they were still outside. Frantically they started around the building and there stood Mr. Bone, the physical education teacher. He stopped the boys, and upon questioning them, noticed their speech seemed to be impared. Mr. Bone asked the boys what they had in their mouths. The boys were hesitant to answer, so he asked them to spit out whatever was in their mouth. The boys did as they were told. Mr. Bone then saw the boys were chewing tobacco. He realized this was against school policy and asked the boys to follow him to the office.

School Student Guide Code

Smoking or the use of tobacco in any form is prohibited at all times. No cigarettes or chewing tobacco are to be brought to school.

Discussion Questions:

1. What school policy did Robert break?
2. How serious was this rule?
3. Was Robert involved by himself? Who else was involved?
4. Why did the boys go into a private area to break the rule?
5. Was Jill in violation of this rule?
6. Why does the school have a rule against this practice?
7. Are all three of the boys as guilty as Robert?
8. What could happen to the boys?
9. Is this a fair school policy? Why?

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

SCHOOL RULES: CONSEQUENCES

Punishments	Reasons For These Punishments	Who Makes Decisions About These Punishments
1.		
2.		
3.		
4.		
5.		

Now think about these questions:

- **What are the reasons for each reward and each punishment?**
- **Who do you think makes decisions about each reward and each punishment?**
- **Are all of these school and classroom rewards and punishments fair? Why or why not?**

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

SCHOOL RULE #9

"Students must not run in the school or on the sidewalks around school."

1. Is this a "sensible" rule? Why or why not?
2. Do you thing rules such as this one are necessary rules? Why?

STORY: Mary and Jeff were good friends. In fact, they were neighbors and had been good friends since second grade. Both Mary and Jeff were very popular with members of their fifth grade class. Saturday evening, Mary was going to have a Halloween Party for her classmates. Everyone in Mary's class was looking forward to a great time--a costume party, lot's of food, video games, and some of those horrible "ghost" stories. Jeff was excited, too. He had been helping Mary redesign the old shed into a "fantastic" spook house.

Friday morning Jeff's mother drove Mary and Jeff to school. Just before the bell rang, Mary noticed one of her classmates walking toward the student entrance. "Go ahead, Mary," said Jeff, "catch up with her--no one's looking." Mary began to run. the grass was wet with heavy morning dew. As she turned the corner running at top speed--"Oh--a collision!"

Sally, a third grader, fell on her face. It was skinned very badly, but Mary, poor Mary, felt something snap as she fell. An x-ray revealed a broken ankle--serious enough for the party to be canceled!

1. Did Mary break a school rule?
2. Who suffered when Mary broke this rule?
3. Do you think Jeff encouraged Mary to break the rule?
4. Do you think Mary should be punished for violating the rule?
5. Should Jeff also be punished?
6. If you saw a friend breaking a similar school "rule", what would you say or do to discourage them?
7. What should you say or do if a "friend" gives you the wrong advice?
8. Can you see a similarity between school "safety" rules and "real" world traffic laws? Explain.
9. If you were invited to speak to other students your age, what might you say to encourage them to obey school safety rules?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

SCHOOL RULE #24

"Excess money should not be brought to school. Money is needed only for lunch and the school store...."

1. Do you think that this rule is a fair rule? Why? Why not?
2. Why do you think people break rules like this one?

STORY: Last Saturday, Johnny got up very early and went with his mother and father and five brothers and sisters to Mr. Carlson's fifty acres of cucumbers. Johnny, who was in fifth grade, worked very hard picking small cucumbers--just the right size for the packing house. It was dusk when the family climbed into their old station wagon and headed home. Johnny was very tired and dirty...everyone was exhausted after a hard day's work. The next day father gave Johnny and his two older brothers each ten dollars.

That night Johnny had a "dream." He was in the local variety store and right in front of him was a "Stomper four by four." He had his hand on the package--yes, he had enough money. Johnny was about to pay the checkout clerk for the "stomper" when he woke up.

Monday morning Johnny arose very early, went to his drawer and removed the brand new ten dollar bill, placed it in his pants pocket and walked out of the front door toward the bus stop. "Johnny," mother called, "don't take your money to school, you might lose it."

Johnny was a little nervous as he carried the money to school, but he and a friend were going to walk home by way of the local variety store. "Pretty soon that Stomer's going to be mine," thought Johnny.

After lunch the class came back to the room for a few minutes before P.E. class. Johnny slipped the bill into his desk for "safe keeping."

The teacher escorted the class to the door and then continued on to the office.

When the students and teacher returned to the room, Johnny reached into his desk to get his books and his money. "It's gone! It's gone! My ten dollars is gone!" The teacher was surprised that Johnny had brought so much money to school. "I'm terribly sorry, Johnny! I'm terribly sorry!"

1. Did Johnny break a school rule?

2. Did Johnny disobey his mother? Why?

3. Who suffered when Johnny broke the rule?

4. Was there more than one victim?

5. Do you think Johnny should be punished for breaking the "rule?"

6. Did Johnny "tempt" someone to steal the money by leaving it in his desk?

7. Do you think Johnny will bring "excess" money to school in the near future?

8. What could others learn by Johnny's misfortune?

9. "If we disobey rules or laws, we sometimes have to "pay" the consequences!" What does this statement mean to you?

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

REWARD AND PUNISHMENT RULES	REASONS FOR THIS REWARD OR PUNISHMENT RULE	WHO MAKES DECISIONS ABOUT THESE REWARDS AND PUNISHMENTS RULES
1. Smoking on a school bus means not being allowed to ride the bus for a semester.		
2. When a student has a grade average of 90 or above in all of his or her subjects, then he or she will be on Honor Roll.		
3. Being late to class means staying a half-hour after school.		
4. If the chorus does well during their concert, they will have a party at the end of the year.		
5. Littering on the school grounds means staying one hour after school and picking up trash around the school.		
6. The winner of the school Science Fair will receive a blue ribbon and represent the school in the county Science Fair.		
7. When a student is caught cheating on a test, or copying someone else's answers, he or she will fail the test and the parents will be called.		
8. At the end of the year, the student with the highest English average will receive the English Award.		

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NAME_____ TEACHER_____

SCHOOL_____ DATE_____

REASONS FOR OBEYING THE LAW OR RULES

Why do people follow the law? What moves people to accept good laws or social rules and follow them in their daily lives? Think about a law or rules such as "**Do not** steal" or "Tell the truth" or "Do not hurt other persons."

A) Which of the following reasons are the BEST ones for accepting and obeying a law or a rule?

B) Explain why you think that the reasons checked are the best ones.

A.__ 1. Obey rules to avoid being punished by other persons or by government authorities, if you get caught breaking the rules.

__ 2. Obey rules to get rewards from persons in authority (e.g., parents, teachers, employers, etc.)

__ 3. Obey the rules to get other persons to like you and accept you, or to keep them from disliking you and saying negative things about you.

__ 4. Obey the rules because the rule makes sense and everyone benefits if everybody follows the rule. That is, society is a better place for everyone, if the rules are followed.

__ 5. Obey the rules so that one does not feel guilty about breaking the rules and worrying about violating the rules.

B.. Your explanation:

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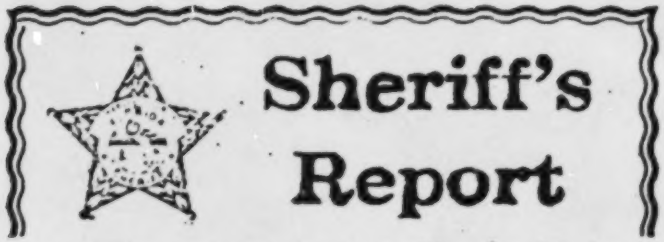


Sheriff's Report

During the past week, sheriff's deputies investigated the following incidents and made the following arrests:

Oct. 22, Earl Williams reported a burglary and petit theft at Williams Foodlane in Wauchula Hills. Earlier in the week, Williams had reported that someone shut off three compressors at his store. No food was damaged.

Oct. 21, Larry Boyette reported the theft of $716.50 worth of property from a shed in Bob Campbell's grove at the corner of S.R. 64A and S.R. 64 in Oak Grove. The items taken include seven gallons of Paraquat ($276.50), 12 bags of Krovar herbicide ($432), a wrench and a pair of channel locks.

Oct. 21, Robert Darte Ahlbrandt reported the theft of property valued at $1,280 from his trailer on Cecil Langford Road. Entry was gained through an unlocked door. The stolen items include a Winchester Model 94 lever action .30-.30 rifle ($200), a Winchester 12 gauge pump shotgun ($180), a .38 -caliber revolver with 2-inch barrel ($150), a .22-caliber IMP revolver ($40), $10 in cash and a pair of binoculars ($70).

Oct. 19, James Ray Thornton, 20, was arrested on Rigdon Road in Wauchula Hills on charges of grand theft. He was released from the county jail that same day on $1,000 surety bond.

Oct. 18, Harlan Jerry Downey, 22, was arrested on a capias charging him with grand theft. He was released on his own recognizance the next day by order of a judge.

Oct. 17, Jose Adrian Flores, 20, was arrested at 3:30 p.m. by Wauchula police on charges of leaving the scene of an accident, unlawful blood alcohol and no driver's license. The accident, which involved injuries, occurred at the intersection of Harvey Street and Pennsylvania Avenue. Flores was captured by a deputy in a nearby grove owned by Emerson Clavel and turned over to Wauchula police. He was released from jail the next day on $550 cash bond.

Sept. 19, Corby S. Crawford Sr. of Torrey Road reported the theft of $586 worth of parts from a power unit in a grove on South Hammock Road. The theft occurred between Aug. 21 and Sept. 18. The stolen items include a set of Murphy gauges ($310), an alternator and accessories ($102) and a wire harness and accessories ($174).

The prison population at the county jail reached a high last week of 49 on Saturday, Oct. 23.

--Herald Advocate, October, 1982

SOME ELEMENTARY SCHOOL LESSONS

on the consequences of rule-breaking and crime

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

THINKING ABOUT INTENTIONS

THE CASE OF JULIAN:

Once upon a time there was a boy named Julian. His father had gone out and Julian thought that it would be fun to play with his father's paint. He opened the can and started to stir the paint. Wow! He noticed that he had spilled a little bit of paint on the carport floor!

THE CASE OF AUGUSTUS:

A little boy named Augustus noticed that his father's tool box was all rusty. His father was gone on a business trip to town. Augustus wanted to help him so he got out some of his father's paint. He tried to paint the rusty toolbox. While he was opening the can of paint, he spilled it all over the carport floor. It was a big mess!

1. What rule was broken in each case?

   JULIAN:

   AUGUSTUS:

2. Which boy deserves the greater punishment? Why?

3. What would you do if you were Julian's father?

   if you were Augustus' father?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

THINKING ABOUT INTENTIONS

THE CASE OF JOHN:

A little boy named John is in his room. He is called to dinner. He goes into the dining room. Behind the door there is a chair. On the chair there is a tray with 15 cups on it. John could not see the chair or the cups. He goes in and the door knocks against the chair. BANG! The 15 cups are knocked to the floor and are broken.

THE CASE OF HENRY:

Once there was a little boy named Henry. One day when his mother was out, he tried to get some jam out of the cupboard. He climbed up onto a chair. He could not reach the jam jar. While he was trying to get to the jam, he knocked over a cup. It fell to the floor and broke.

1. Which of the two boys did the greatest amount of damage?

2. Which of the two boys should get greater punishment for his actions? Why?

3. Who do these words mean:

   ACCIDENT?

   INTEND?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

BUCKY BEAVER'S STORY

Bucky Beaver goes home from school everyday to do his chores. All Bucky's friends go to Woodsey's store and stand outside. They think it is fun to yell at the customers of the store and get in their way. They especially like to follow the young female beavers around making comments.

Bucky is envious of his friends. He doesn't think it's fair that he has to work while they get to play. He only gets to play on Saturdays and Sundays, but they get to play everyday.

One day, after hearing about how much fun they will have, Bucky decides to go with the boys and not do his chores. He knows his parents will be worried, but he'll explain where he has been when he returns.

Bucky and his friend go to Woodsey's. They stand outside and yell comments at the customers. This makes the customers angry. Bucky doesn't like this. This isn't fun. His friends say, "Oh, come on. We'll go in the store and follow some people around." Bucky hesitantly goes with his friends.

After receiving many complaints, Woodsey, the store owner, called the Bedford Beaver Troops to come and get the boys. The Bedford Beaver Troops picked up Bucky and his friends. They called all of their parents.

1. What should the boys' parents do now?

2. Should Bucky be in more trouble than the other boys because his parents didn't know where he was?

3. Was Bucky having fun?

4. What could Bucky and his friends have been doing to have fun instead of this?

5. Did Bucky and his friends break the law?

6. Could they be arrested by the Bedford Beaver Troops?

7. Who got hurt as the result of Bucky's actions?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

PAC-MAN

Larry is a fourth grader. He loves to spend his afternoons at the local store playing Pac-Man. Everyday he spends at least $1.00 on the game. Larry knows that this is too much to spend, but he feels certain that his Mom and Dad will give his allowance early.

When Larry arrives home for supper, he asks his Mom if he can have his allowance early. His Mom tells him to ask his Dad. When he asks his Dad, he says no. Larry is very disappointed. He just has to get some money somehow to play.

The next day at school Larry notices that Johnnie asks his teacher to keep a dollar for him. She puts the dollar in her desk drawer. Larry decides that he'll borrow the dollar and then pay it back when he gets his allowance.

At recess, Larry sees his chance to get the dollar. He tells the teacher that he needs to go into the room to get his cap. The teacher allows him to go. Larry runs in the room so quickly that he doesn't notice the teacher coming, too.

Larry reaches in the drawer and pulls out the dollar. He carefully folds it, puts it in his front pocket, and quietly shuts the drawer. Larry is all set. He looks up and meets the teacher's eyes. She has seen him take the money.

1. What should the teacher do now?

2. How do you think Larry feels? How does the teacher feel?

3. How will Larry's parents feel when they find out?

4. Did Larry break the law?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

JACK, HARE TODAY

Bun Bun Rabbit lives in Cottontailville. She goes to work at the Carrot Factory. Everyday Bun Bun gets an hour for lunch and she drives home to eat her lettuce salad.

One day Bun Bun has more work to do than usual. She uses part of her lunch break to finish. This leaves her less time to get home and eat. On returning home, in her haste, she leaves the keys in the car.

On a leisurely stroll around town, Jack, the leader of the Wild Jackrabbits, notices Bun Bun hurrying into the house. He thinks her car is really cool and he decides to take a closer look. When he looks into her car, he sees that she has left the keys in it. In a flash, he jumps in the car and quickly drives away.

After driving several miles, Jack decides to go pick up his gang. They drive to Hoppinville and pick up several bottles of carrotshine.

Recklessly driving back to Bun Bun's house to return her car, Jack runs a stoplight. He sees the bus of tiny rabbits returning from school, but it's too late to stop.

Several tiny bunnies are hurt. Several of Jack's gang are hurt. A nearby rabbit hops to a phone booth to phone the Rabbit Squad.

1. What should the Rabbit Squad do to Jack and his gang?
2. Are Jack's gang as guilty as he is?
3. Is Bun Bun as guilty as Jack and his gang?
4. Who got <u>hurt</u> because of Jack?
5. What rule did Jack break?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

BIG FISH, SMALL POND

Derrick is the largest boy in his fourth grade class. He likes being big because it makes him feel important. He uses his size to get money from the other children. Every morning before school, Derrick meets the smaller children and demands that they give him their lunch money. He tells them that if the "squeal" on him he'll beat them up. The children are too afraid to go to an adult.

1. What should the smaller children do?
2. Is Derrick wrong in taking money from the children?
3. Is Derrick breaking the law?
4. Could Derrick be punished for this?
5. What should his punishment be?

What Derrick is doing to the smaller children is a crime. It is called Extortion. Extortion is when someones takes money or other property from you or makes you do something you don't want to do. This person is guilty of a felony of the Second Degree. A felony is a very serious crime that a person can get more than a year in prison for or a $10,000 fine. If this ever happens to you, you should go tell an older person that you trust so that something can be done to stop this.

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

TRESPASSING

Don loved his new motor-cross bike. He loved to roam through fruit groves and wide open fields. One day Don saw a field with just the right size hills. He opened the gate and really had a great time jumping the hills. As he left the field through the unclosed gate, he saw some cattle on the road. Don thought. "Ah, so what, the gate is open. They'll go back in." Don roared off down the highway.

A. Name three things Don did.

B. For the three things that Don did, what could happen as the result:

1. <u>trespassed</u>:

2. He left the gate open:

3. He made no effort to get the cattle back into the fenced field:

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

PICKET FENCE

Mrs. Davis, a widow older lady in the community, has an old three story colonial home. Surrounding her home is a beautiful white pcket wooden fence. Mrs. Davis spends a lot of time each day working in and around the outside of her house.

Bobby, one of the sixth grade students, walks past Mrs. Davis's house on his way to school each day. On Friday Bobby asked one of his friends at school to spend the weekend with him. After school, Bobby and Allen started on their journey home. The boys were excited about spending the weekend together. As they pass Mrs. Davis's house, Allen made the statement about the old white picket fence. Allen said, "I wonder if this wood is rotten?" Bobby said, "Why don't you run and give the fence a good kick?" Without hesitation Allen backed off and kicked the fence with his cowboy boots! Sure enough, Allen's leg and foot went right through five of the small white wooden picket rails. Mrs. Davis was sitting on the porch and saw the incident.

Discussion Questions:

1. What law was broken?
2. Who was guilty of breaking the law?
3. Do you think Bobby encouraged him to break the fence?
4. What was the result of this law being broken?
5. Was Bobby guilty?
6. Was he an asset to the crime?
7. What might happen to Allen?
8. How might this have affected Mrs. Davis?

810.115 Breaking or injuring fences.—Whoever willfully and maliciously breaks down, mars, injures, or cuts any fence, or any part thereof, belonging to or enclosing land not his own, shall be guilty of a misdemeanor of the first degree.

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

FRESH FLOWERS

Kim is a sixth grade student who has a bad home background. Her parents work in the fields each day and have a real hard time making finances meet. Tomorrow is Kim's mother's birthday. Kim thinks to herself, what can I get for my mother's birthday? With no money it was simple. Kim decided to go down to the local cemetery and see if there were any fresh graves. Sure enough someone was buried just a few hours ago. Kim runs up to the grave and there is a beautiful assorted plant basket. Kim though to herself that her mom would love to have this in her house. It will look beautiful on the coffee table. Kim reaches down and picks up the basket with green plants and starts out on her way home.

Discussion Questions:

1. Was Kim's motive a good one?
2. Why did she go to the cemetery?
3. Did Kim take anything from the cemetery? What?
4. Did Kim break the law?
5. Do you think Kim's father would ahve given her money if she had asked?
6. What could happen to Kim?

872.02 Disfiguring tomb.—Whoever willfully destroys, mutilates, defaces, injures, or removes any tomb, monument, gravestone, or other structure or thing placed or designed for a memorial of the dead, or any fence, railing, curb, or other thing intended for the protection or ornamentation of any tomb, monument, gravestone, or other structure before mentioned, or for any enclosure for the burial of the dead, or willfully destroys, mutilates, removes, cuts, breaks, or injures any tree, shrub, or plant placed or being within any such enclosure, or wantonly and maliciously disturbs the contents of a tomb or grave, shall be guilty of a misdemeanor of the first degree.

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

TRICK OR SPRAY

Jack and Blain were "Trick or Treating" on Halloween Night. As they were walking by a graveyard, Jack had an idea. He and Blain came back to the graveyard several hours later and spray painted all the names of their teachers on the tombstones. The next day at school they laughed as they told their friends about the "Great Halloween Night" they had.

That afternnon, Jack and Blain were called down to the principal's office. Their parents and a policeman were waiting in the principal's office. They knew they were in trouble.

1. What were Jack and Blain in trouble for?

2. Do you think Jack and Blain really had a "Great Halloween Night?"

3. Who are the "victims: of their behavior?

4. How would each of the following feel?

   a. Jack's parents?

   b. Blains parents?

   c. the teachers who had their names spray painted on the tombstones?

   d. the "living relatives" of the people who were buried in the graveyard that had names spray painted on the tombstones?

SHOPLIFTING

General Behavioral Objectives:

1. The participant will be able to evaluate motives for doing something that is right, and doing something that is wrong.

2. The participant will be able to discriminate between personal feelings and feelings of others in a situation.

Teaching Strategies or Procedures:

A. Beginning and motivating activity:

   1. Read the story After Hours to the class in a dramatized manner. (Three students could easily act this out as you read it.)

B. Developmental activities:

   1. Review the story with the participants in a summarized manner. Let them express their feelings of what happened.

   2. Ask the participants to express their feelings about Raymond.. Is he really a friend of Bill's?

   3. Ask the participants to express their feelings about Blain. Is he really a friend Bill should have listened to?

C. Summarization and evaluation activities:

   1. Have the participants write what they would have done if they were in Bill's place. How would they have felt?

   2. Discriminate with the participants who did the correct thing in the story, After Hours, write down on the chalkboard the consequences of what happened to Bill, Raymond, and Blain?

AFTER HOURS

School is out for the day, and Bill is walking home with his friends, Raymond and Blain. As they walk by the Shop-n-Go Store, Raymond starts telling the boys about the great things he has taken from the store--without paying. "It's so easy," Raymond exclaimed, "but you guys could never do it!"

As they walk along, Bill begins to think about what Raymond said. Bill thought to himself--"I can never do anything right. My school work is never right. I fall down in P.E. classes. My teacher told me that she was surprised I could find my way to school in the morning!"

"Hey, Raymond and Blain. I just remembered that my mother wanted me to get milk for her on my way home. I'll just be a minute," Bill shouted.

"Your mother doesn't want milk and you don't have any money, either," Raymond said. "Besides, you wouldn't get the right thing in the store...You can't do anything right!"

Blain realized that Bill was going to steal. He said, "Don't go back to that store, Bill. It is not right to steal. If you are going to do that, I'm going home." With that, Blain took off toward his home.

Raymond and Bill turned back to the store. Raymond went in and talked to the store clerk, while Bill took some candy and stuffed it into his shirt. Raymond had explained to Bill just how this was done.

As the boys walked toward the door, another clerk came out of the back room. He had seen Bill stuff the candy in his shirt. He stopped Bill and grabbed the candy out. The clerk called the two boys shoplifters! He called for the other clerk to contact the police.

The police came and took the boys to the police station. After what seemed like hours, Raymond and Bill's parents came. Raymond tried to lie his way out of the situation. Bill told his parents the truth about what happened in the Shop-n-Go Store. Bill's mother hugged him and thanked him for telling the truth even when he had done something very, very wrong. Raymond's parents were less pleased. They threatened him with various punishments.

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

Read the Statute below and then read the situations below. Decide which are in violation of the law.

806.13 Criminal mischief.—
(1) A person commits the offense of criminal mischief if he willfully and maliciously injures or damages by any means any real or personal property belonging to another.
(2)(a) If the damage to such property is $200 or less, it is a misdemeanor of the second degree.
(b) If the damage to such property is greater than $200 but less than $1,000, it is a misdemeanor of the first degree.

A. Juan and Paul are on the school playground Saturday morning discussing the lack of activities in this town. As they talked, they started pushing each other around, wrestling and then chasing each other. Soon they were throwing stones at each other - CRASH! one stone went through the window.

1. Did the boys break the law above? Why or Why Not?

2. Who are the "victims" of their action?

3. What should the boys do now?

B. Kathy and Sue are out on Halloween looking for something to do. As they walk down Elm Street they see three houses with the lights out. One of the houses belongs to Mr. Wilson, their science teacher. They take out their eggs, spray paint, and toilet paper and proceed to decorate Mr. Wilson's house. They even put the yard plants on top of the house.

1. Did Kathy and Sue break this law? Why or Why Not?

2. If caught, how seriously would they be in trouble?

3. If you were the judge, how would you handle this case? Why?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

13 + B.B. = ?

Read this story and decide if anyone is in violation of the law.

Steve celebrated his 13th birthday last week and his parents had given him a brand new pump-up air gun. It was a beauty. Steve really liked his gun, and his parents knew that he would be responsible enough to take care of it and to use it wisely.

Steve had been in the empty field next to his house shooting tin cans with his new gun when a police officer drove up, got out of his car and came up to him. What? Breaking the law? His parents? But....they weren't even here! His dad had built this safe shooting range, no one else was around to get hurt. Steve was confused and so was his dad when he answered the door and there stood the policeman with Steve.

Discussion Questions:

1. Why did the policeman stop?
2. Why did he take Steve to see his dad?
3. They had a safe range built, wasn't this enough? Why?

Read and discuss Florida Statute 790.22 below and then go through these questions (1-3) again. Then, answer the questions below:

790.22 Use of BB guns, air or gas-operated guns, electric weapons or devices, or firearms by child under 16; limitations.—

(1) The use for any purpose whatsoever of BB guns, air or gas-operated guns, electric weapons or devices, or firearms as defined in s. 790.001 by any child under the age of 16 years is prohibited unless such use is under the supervision and in the presence of an adult.

(2) Any adult responsible for the welfare of any child under the age of 16 years who knowingly permits such child to use or have in his possession any BB gun, air or gas-operated gun, electric weapon or device, or firearm in violation of the provisions of subsection (1) of this section is guilty of a misdemeanor of the second degree.

4. Who could be punished for this offense?
5. Why is this law beneficial (good) for the public?

Now discuss its meaning and relativity to students under 16 years of age.

1. How many of you own B.B. or pellet guns?

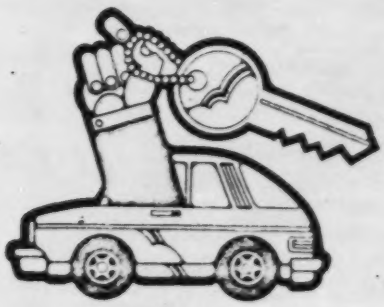
2. Have you ever used it when your parents or another adult were not around?

3. Do your parents know that you use this gun when they aren't around?

4. Who is in violation of this law, and who would be punished if caught? Discuss the reasons for the various punishments.

5. Does ignorance of the law affect whether it is right or wrong?

6. What is the purpose of this law?



NAME_____ TEACHER_____

SCHOOL_____ DATE_____

LESLIE AND MIKE

I. Leslie is upset at her grade on the math test. She sits in class fuming over that 55%. That Mrs. Jones, she is just so mean, someone should stand up to her and straighten her out. It would be Mrs. Jones' fault that her parents will ground her when they see that paper.

Leslie was getting so mad that when she was called on she didn't hear Mrs. Jones speaking. "Leslie, pay attention, please!". It was Mrs. Jones standing right in front of her. Before she knew what she was doing, she had told Mrs. Jones to shut her fat trap and leave her alone and even called her a "jerk!"

Discussion Questions:

1. How and to what extent could Leslie be punished?

2. Did Leslie break a rule or a law? Explain.

II. Mike came home from school crying and unhappy. When questioned by his parents, Mike admitted that his teacher had spanked him. His mother wanted to know why; her boy was perfect and never misbehaved! Mike told her it was because he had gotten up to sharpen his pencil.

His mother was mad and was even more mad the next morning as she walked up the sidewalk to the school. By the time she was at the door, she was so mad that she didn't even go to the office; she went straight to Mrs. Smith's room, opened the door and started yelling at Mrs. Smith for spanking her child for no reason.

Discussion Questions:

1. Why did Mike's mother do wrong in entering the classroom?

2. Could she get into trouble for the way she handled the situation?

Read the Rule from the Student Conduct Guide and Florida Statute 231.07:

STUDENT CONDUCT GUIDE

12. Any insubordination or disrespect displayed by a student to a staff member will result in severe punishment.

FLORIDA STATUTE:

'231.07 Insulting instructional personnel; disturbing school functions.—Any person not subject to the rules and regulations of a school who creates a disturbance on the property or grounds of any school, who commits any act that interrupts the orderly conduct of a school or any activity thereof shall be guilty of a misdemeanor of the second degree, punishable as provided by law. This section shall not apply to any pupil in or subject to the discipline of a school.

Now, discuss these statements comparing the handling of these two situations:

1. In each situation a rule or a law was broken. Tell and explain who broke a rule and who broke the law.

2. In each of the above situations the people could be punished, tell the differences in the types of punishment which could be adminstered, and who could administer that punishment, and why.

3. What are some other ways that Leslie and Mike's mothers could have handled the conflicts they were involved in?

Citrus Thief Sentenced To 3 Years In Prison

A Polk County circuit judge's sentencing of a convicted citrus fruit thief to three years in prison has drawn a favorable reaction from Florida Citrus Mutual officials, who hope other jurists will follow suit.

Mutual Executive Vice President Bobby F. McKown called Judge John Dewell's sentence of William Amos Jackson last week "perhaps one of the best deterrents growers could have in reducing fruit thefts."

Jackson was har[d] three-year prison t[erm] was found guil[ty] for stealing $150 to $200 worth of oranges from a Bartow grove.

McKown pointed out that Mutual and other industry organizations were instrumental several years ago in g[etting] the legislature to chan[ge] theft laws, but few [have] taken the cha[nge].

Under [the] amend[ment] pi[cked]

SOME MIDDLE SCHOOL LESSONS....

on the consequences of breaking rules and laws.....

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

GUILTY OR NOT GUILTY

Joe "celebrated" his eleventh birthday last week watching T.V. alone. His mother was "busy" trying to make a living to support Joe, his two sisters and one older brother. Joe often spent time alone watching a lot of T.V., especially those shows of a violent nature. Jimbo, Joe's eighteen year old brother, worked at the mines and "helped" his mother discipline the younger children. It was not unusual for Joe to be "whipped" two or three times a week. Once Joe complained to his mother. "If you'd done what you were told--Jimbo wouldn't have had to whip you so hard." Joe went to school the next morning with a badly bruised back.

1. How does it feel to be left alone?
2. How do you feel when people "ignore" you?
3. Do you think it was right for Joe's mother to ask Jimbo to "whip" the younger children?
4. Do you think Joe's mother loves him? Why or why not?
5. Who should Joe talk to?
6. Should Joe's mother be willing to sit down and talk to Joe and Jimbo?
7. Do you think Jimbo gets "joy" out of bullying Joe?
8. Could Jimbo be prosecuted for child abuse?
9. What is reasonable force--necessary to discipline?
10. Should Joe report the incident to school officials?
11. What factors keep people from reporting certain instances?
12. If this is not reported, what are some possible consequences?
13. If you told on a family member or family friend, would you be helping or hurting him or her? Why?
14. How does Florida law define child abuse?
15. Do you think Joe's brother intentionally violated the law?
16. Can individuals plead innocent by reason of ignorance?
17. Joe has a "history" of discipline problems at school. He has been sent to the principal numerous times for "bullying" younger and/or smaller children. Is there hope for Joe? What can we do to help Joe?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

MIGUEL'S STORY

Miguel went into the bathroom after lunch. As he was leaving, he felt a sharp blow in the middle of his back. It was all he could do to keep from crying. He turned around and standing in front of him was Joe. "You'd better not tell your teacher if you know what's good for you."

All of the boys in Miguel's class were frightened. Joe was so much bigger than most of them. What should the boys do? The teacher has reprimanded Joe on more than one occasion. If the boys fight Joe, they may also be punished.

Florida law says that a persons commits battery if he:

1.(a) actually and intentionally touches or strikes another person against the will of the other or
(b) intentionally causes bodily harm to an individual

2. Whoever commits battery shall be guilty of a misdemeanor of the first degree.

1. Did Joe break the law?
2. What is the difference between battery and self-defense?
3. Why do you think Joe "bullies" his classmates?
4. Should Miguel report the incident to the teacher? His parents?
5. Should Joe's mother be called?
6. How do you think Joe's mother will feel when the principal calls?
7. Could Joe be prosecuted for batter? (His mother?)
8. If Joe's behavior continues, can we predict "trouble" for him in the future?
9. What, if anything, can be done to help Joe? His (victims) classmates?
10. Did Joe also violate the law in regards to assault?
11. Define assault according to Florida law:

784.011 Assault.—
(1) An "assault" is an intentional, unlawful threat by word or act to do violence to the person of another, coupled with an apparent ability to do so, and doing some act which creates a well-founded fear in such other person that such violence is imminent.
(2) Whoever commits an assault shall be guilty of a misdemeanor of the second degree.

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

MARIA'S STORY

Maria, a seventh grade problem student, had a date to go to the football game with some friends. It was Monday and Maria's night to do the dishes when her friends arrived to pick her up.

Her mother refused to let her go because she had not done the dishes.

Maria then slipped out of the back door, to catch up with her friends. She returned home after the game to find that her mother had not gone to work. Her mother gave Maria several licks with her belt and told her, "to go clean up the kitchen." Maria went into the kitchen and came back screaming at her mother. Again, her mother applied corporal punishment to her, this time more severe than before.

The next day Maria went to school with bruises all over her body from the licks. Maria's teacher sent her to the Guidance Office.

1. What are your feelings about the events in this story?
2. What should have been done to Maria? Why?
3. What rules did Maria violate?
4. What rules or laws were violated by Maria's mother? How do you know?
5. Was it wrong for Maria's mother to beat Maria? Why? Or why not?
6. What would you have done if you were Maria's mother? What should the Guidance Counselor do?
7. Does the following Florida Statute apply in this case?

827.04 Child abuse.—
(1) Whoever, willfully or by culpable negligence, deprives a child of, or allows a child to be deprived of, necessary food, clothing, shelter, or medical treatment, or who, knowingly or by culpable negligence permits physical or mental injury to the child, and in so doing causes great bodily harm, permanent disability, or permanent disfigurement to such child, shall be guilty of a felony of the third degree.

784.03 Battery.—
(1) A person commits battery if he:
(a) Actually and intentionally touches or strikes another person against the will of the other; or
(b) Intentionally causes bodily harm to an individual.
(2) Whoever commits battery shall be guilty of a misdemeanor of the first degree.

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

STICKS AND STONES MAY BREAK MY BONES

Butch was the biggest bully in the whole middle school. He swaggered around the campus and no one dared get in his way. He got his way by threatening to beat anyone who crossed him. He had been in the principal's office several times for fighting, fights he always won.

Florida Criminal Law Statute 784.011 says that anyone who threatens to do harm to another with the appparent ability to do so, if it actually makes that person fearful of his or her safety, is guilty of the crime of Assault.

Discuss some things that Butch might do that might or might not be assault.

Butch tells Frank, who is not nearly as big as Butch, that he is going to meet him behind the school this afternoon and "pound him into the pavement." After school Frank runs all the way home by another street.

Butch threatens the new boy from Alabama who is twice the size of Butch and a veteran football player and golden gloves boxer. The Alabama boy isn't afraid of anyone.

Butch has a gun which he knows isn't loaded, and threatens to shoot the coach. The coach doesn't know the gun isn't loaded.

Steve is about the same size as Butch, but not really afraid of him. Butch brings a club with him to the playground after school, and threatens to beat Steve with the club.

Butch tells little Johnny, " I would beat you up if you weren't such a little shrimp."

Would it be an assault if the matter teacher told Butch to settle down. or, "I'm going to take you into the office and really lay the paddle on you."

Is it an assault when a jailer threatens to turn the water house on the prisoners in the lower cell if they don't shut up?

Define <u>lawful</u> and <u>unlawful</u> threats.

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

BILL'S BILL

Bill finally got up the nerve to ask Candy out for his first date. Candy is one of the most popular girls in school, so Bill knows he will have to really make this an exciting date if he wants her to go out with him again. Candy likes the "cool," "macho" type guys.

When Candy said yes Bill was excited. He planned to go to Bob's Burger Barn and then to the movies. Oh, it would be great.

At the appointed time he and Candy were walking into the Burger Barn. They sat down and placed their order: two cheeseburgers, fries, and chocolate shakes. When they were almost finished eating, Candy told Bill that for excitement they should sneak out without paying. She liked daring guys. Bill had to impress Candy, so--since it was really busy, he figured that they could do it.

Outside the door Bill let out a long breath of relief, but not soon enough. The manager was right behind them.

Discussion Questions:

1. Who broke the law, if a law was broken?
2. Can the manager stop them and hold them until the police arrive?
3. Why did Bill slip out without paying for his and Candy's food?
4. Since Bill took Candy out on this date and was going to pay, is Candy guilty of any crime? Why? Or why not?

Read and discuss Florida Statutes 509.151 and 509.162 below and then answer the questions again. Compare answers with previous answers.

509.151 Obtaining food or lodging with intent to defraud; penalty.—

(1) Any person who obtains food, lodging, or other accommodations having a value of less than $100 at any public food service establishment, or at any public lodging establishment on a transient basis, with intent to defraud the operator thereof, is guilty of a misdemeanor of the second degree, punishable as provided in s. 775.082, s. 775.083, or s. 775.084; if such food, lodging, or other accommodations have a value of $100 or more, such person is guilty of a felony of the third degree, punishable as provided in s.775.082, s. 775.083, or s. 775.084.

(2) This section does not apply where there has been an agreement in writing for delay in payments. This section shall not be used to circumvent the procedural requirements of the Florida Residential Landlord and Tenant Act.

509.162 Obtaining lodging or food with intent to defraud; detaining and arrest of violator.—Any law enforcement officer or operator of a public lodging establishment or public food service establishment who has probable cause to believe and does believe:

(1) That any person has obtained food, lodging, or other accommodations at such establishment with intent to defraud the operator thereof; or

(2) That any person has illegally taken personal property belonging to such establishment from the premises, may take such person into custody on the premises and detain him for such reasonable period of time as is necessary to take him before the nearest magistrate.

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

EXCITING INCITEMENT

Joe and Phil were having an argument on the school playground. Mabel and two of her friends were watching the two sixth graders dance around acting as if they would like to fight. Mabel kept yelling at Phil,"Go ahead, Phil, you can whip him!" And then, to Joe she yelled, "Phil called you nasty names in the gym this morning, but you can't beat him up, you're yellow!" Mabel told her friends that she really enjoyed seeing a fight and would do anything she could to get them really swinging at one another.

Mabel's older sister, Anna Belle, had dropped out of high school when she was in the 11th grade. She now had a steady boy friend named Jimmy Joe. They were sitting in Jimmy Joe's pickup truck in front of the Hasty Food store when Jimmy Joe told her he though he could slip through the ventilating window in the back of the store. They took a walk around the building and looked it over. Anna Belle told him she thought he could make it and that would be a good way for thim to get some money so they could go out and eat pizza. She suggested he take her home then he could come back after the store closed and break in. She promised him she would go with him the next day if he had any money to spend.

Mabel was suspended form school, and Anna Belle was arrested and convicted of a crime.

1. How are these two events connected?

2. Define the word incitement:

3. Define the words aiding, abetting, and accessory:

4. Examine Florida Criminal Law Statute 777.011 below:

> **777.011 Principal in first degree.**—Whoever commits any criminal offense against the state, whether felony or misdemeanor, or aids, abets, counsels, hires, or otherwise procures such offense to be committed, and such offense is committed or is attempted to be committed, is a principal in the first degree and may be charged, convicted, and punished as such, whether he is or is not actually or constructively present at the commission of such offense.

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

ADOLPH HAD A LITTLE CAMERA

Adolph had a new 35mm Yashica camera. He took it to school with him to take pictures for the yearbook. He put it in his locker and then later placed it on a table in the library. When school was out for the day, he couldn't find it. He couldn't remember just where he had put it. He looked everywhere for it the next day, and when he couldn't locate it, he reported it to the principal. That night Adolph's father suggested he also report it to the police. He did.

Two days after this, Adolph heard that Brent was taking pictures at the tract meet with a Yashica that looked just like his missing camera. Adolph's dad called the police and they stopped Brent as he was leaving school the next afternoon. Brent admitted he had a 35mm Yashica, but Brent told the police he bought it from a kid, whose name he didn't know, just before the tract meet. The serial number on the camera was the same as Adolph had on his sales receipt from the camera shop where he bought the camera. The police arrested Brent for having possession of stolen property.

Brent was brought into court for a hearing. While he was waiting for the judge to hear his case, he suddenly jumped up and ran to the window, broke it out and took off across the courthouse lawn. The police caught him within a few minutes and took him to jail. The next morning he was charged with attempted jail break. Late that afternoon Alexander came to the courthouse and confessed to the District Attorney that he was the one who sold the camera to Brent. He said Brent paid him almost the new price of the camera and that he had no way of knowing the camera was stolen. The District Attorney dismissed the charge of possession of stolen property against Brent.

1. Is Brent guilty of any crime?

2. Would it have been better for Brent to let justice take its normal course rather than to attempt to escape from the custody of the authorities?

3. Do you think Brent would have attempted to escape if he had confidence in the truth really being determined in his trial?

4. Do you suppose Brent had an idea the camera he had might have been stolen?

5. Is it wise to buy any merchandise from strangers on the street?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

TELEPHONE CALLS

Ray did not like English. It was not the English class that was the problem; it was Mrs. Gibbs, the teacher. She always gave Ray "F's." Ray began to call her at home during the night. He made funny noises. Sometimes he would say something like "I'm going to get you!" After a month, the telephone company traced the calls to Ray's house. His parents were upset when they learned Mrs. Gibbs was pressing charges through the police department. The charge was, under the law, "harrassing telephone calls."

1. Why was Ray making these calls to Mrs. Gibbs' home?

2. Was it really Mrs. Gibbs' fault that Ray was making "F's" in English?

3. Who were the victims of Ray's telephone calls?

4. What should now happen to Ray?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

MOPED KIDS

What is trespassing? Have you ever walked across someone's private property without their permission? What does burglary mean?

Danny and Ricky were on their way home from school on Friday, October 29, when they decided to stop at the Honda Shop to look at the mopeds. After spending thirty minutes there, the boys knew it was time for them to start home.

About a block from their houses, Danny came up with this great idea. "Ricky, let's get permission from our parents to go to the movie tonight, and instead, we will go back to the Honda Shop and try out those super mopeds!" Ricky knew the Honda Shop closed at 5:30 p.m. and, because of their ages, the manager had refused to let them test drive the mopeds.

The boys met at 7:00 p.m. and walked so that it would be dark by the time they arrived at the Honda Shop. On the left side of the building they saw a small window open. With Ricky's help, Danny was small enough to get into the window. As Danny stepped into the building, the alarm went off and soon a policeman arrived. Ricky was caught leaving the scene.

1. How many laws did Danny and Ricky break?

2. Name these laws.

3. Why do we have laws on trespassing and burglary? Who benefits?

4. Was Ricky as guilty as Danny, although he did not enter the building? Why?

5. Who suffered in this case? (Who were the victims?)

6. What should be the consequences for the boys?

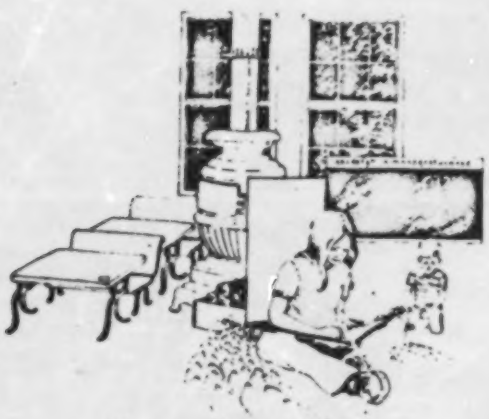
NAME_____ TEACHER_____

SCHOOL_____ DATE_____

FIRECRACKER

This story is an actual situation which took place in North Carolina, a couple of years ago. The United Methodist Church was conducting its annual laymen's ministry week. The conference theme this year was the "Holy Spirit." The small community began to study this topic, and the kids decided they would like to have a part. The meeting started on a Monday and was continuing through the week. On Wednesday night a group of the village youths got together and decided to get some firworks from their parents. They went to play near the church. Mike, one of the boys in the group, came up with the wild idea to throw some firecrackers in the church. Without any hesitation, Steve (one of the youths) went to get some matches from his home. When he returned with the matches, Mike and Bill had discussed how they were going to follow through with their prank. Steve was to light the wick. Mike was to throw the firecrackers. Bill was to open the door just enough for them to quickly throw the firecrackers and to run "for their lives."

The three boys got everything ready. The preacher was in the middle of his sermon, talking about the Holy Ghost and Fire. Bill slowly opened the door. Steve lit the wick. Mike quickly threw the explosives through the opened back door. They all took off like Jack Rabbits through the woods. As they were running, all they could hear was the pow-pow of the package of twenty-four firecrackers going off inside the church service.



Discussion Questions:

1. Did the boys break the law?
2. Who was involved?
3. Could damage have been done? What kind?
4. Who is responsible for the damages?
5. How many people did this affect?
6. Was Bill as guilty as Mike and Steve? Why?
7. Who should receive the greatest punishment?
8. Was it against the law for the boys to have fireworks?
9. How was society affected by this?
10. Did this affect the local church members?
11. Are the boys' parents involved in this matter? How?

FLORIDA STATUTES:

871.01 Disturbing schools and religious and other assemblies.—Whoever willfully interrupts or disturbs any school or any assembly of people met for the worship of God or for any lawful purpose shall be guilty of a misdemeanor of the second degree.

791.02 Sale of fireworks regulated; rules and regulations.—Except as hereinafter provided it shall be unlawful for any person, firm, copartnership or corporation to offer for sale, expose for sale, sell at retail, or use or explode any fireworks; provided that the board of county commissioners shall have power to adopt reasonable rules and regulations for the granting of permits for supervised public display of fireworks . . . .

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

RISE OF CRIME IN THE COMMUNITY

The City of Wanee has recently experienced an increase in the number of violent crimes. Despite requests for additional nightly police patrols in the middle and low income neighborhoods, the chief of police and sheriff's department has not responded to the request for more protection. The chief's explanation was that the city does not have the money to pay for additional officers for nightly patrols.

Some people do not accept the chief's explanation for not providing more patrols in their neighborhoods. Instead, they believe officers are being assigned to provide more protection to the wealthier neighborhoods. These people met and organized a Self-Protection Organization (S.P.O.) among themselves. Each night, a few of the men were assigned to patrol the neighborhoods. Those who had gun permits carried their guns. They were to make arrests and to hold the offenders until the police could be contacted.

The police chief of Wanee heard about the organized group and immediately called the mayor. The mayor, fearing that violence would erupt, moved to end the illegal patrols. The mayor called the leaders of this group to his office and told them that they must stop the patrols or risk being arrested.

The leaders refused the request and told the mayor that, if any member of their group was arrested, the whole community would protest. They also informed the mayor that the patrols would not end until additional police persons were assigned to protect their neighborhoods.

Therefore, the sheriff's department and the city drew up a plan where no one could carry weapons. They would use citizen band radios and walkie talkies to contact the police department and stay with any offender until law enforcement officers reached the scene.

1. Under the law, which group is right?
2. Is the S.P.O. group breaking the law? Why? Why not?
3. Do you think the S.P.O. group was correct in carrying weapons, although they had permits?
4. What should have been the first thing the group did before organizing?
5. Do you think that it was wrong for the group to threaten the law, since the law is to protect the people?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

DIANA'S APPOINTMENT

Diana is a fifth grade student in Mrs. Arnett's class. She has had several problems in the classroom with her school work. Upon Mrs. Arnett's school conference with Diana and her mother, she finds out that Diana's mother and father are divorced. Diana's mother works hard to earn a living in real estate. Diana's mother works long hours and is often working at night and after school.

Diana decides on this particular day to write a note to the teacher explaining that she has a dental appointment at 9:30 a.m. Diana writes and signs the note with her mother's signature. Mrs. Arnett reads the note and Diana leaves on her appointed time.

Two hours later Diana's mother comes to Mrs. Arnett's class to give Diana her lunch. Mrs. Arnett, surprised to see her, realizes that Diana has not informed her mother of the appointment, and has left the school grounds.

Discussion Questions:

1. What rule did Diana break?
2. Did Diana's mother have any effect on her breaking the law?
3. Did Mrs. Arnett do her part as the teacher?
4. Was Diana guilty of forgery?
5. What are the consequences of this crime?
6. Why do you think that Diana forged her mother's name?

831.01 Forgery.—Whoever falsely makes, alters, forges or counterfeits a public record, or a certificate, return or attestation of any clerk or register of a court, public register, notary public, town clerk or any public officer, in relation to a matter wherein such certificate, return or attestation may be received as a legal proof; or a charter, deed, will, testament, bond, or writing obligatory, letter of attorney, policy of insurance, bill of lading, bill of exchange or promissory note, or an order, acquittance, or discharge for money or other property, or an acceptance of a bill of exchange or promissory note for the payment of money, or any receipt for money, goods or other property, or any passage ticket, pass or other evidence of transportation issued by a common carrier, with intent to injure or defraud any person, shall be guilty of a felony of the third degree.

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

CIVIL LIABILITY

Oscar borrows his big brother's car for the prom. He has a date and gets all dressed up for a big night with his friend, Kelso, and his date. They buy their girl friends a corsage. Kelso also picks up a half pint of gin from the liquor cabinet at his uncle's house.

After the prom; they all stop by the Burger Prince shop. They pour the rest of their gin into a Coke which they pass around. As Oscar pulls out of the parking lot, he is laughing at a joke Kelso just told them and doesn't see that Millard has also started to pull out of the parking lot. The two cars collide and Oscar's brother's car has the left side smashed in. Millard's dad's Buick has the grille and right front fender caved in. Kelso's girl friend had her arm out the window and it was broken in two places. Millard's date didn't have her seat belt fastened and she was thrown into the windshield. She had a smashed nose, a bad cut on her chin, and two teeth knocked out.

1. Do you think anyone might be arrested? For what offense?

2. Define civil liability.

3. How can one person be liable for injuries caused to another?

4. Explain the word "tort" as being French for "wrong."

5. Is it possible to be liable or responsible for damage to another's property, or injury to another person without being guilty of a crime. Give some examples.

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

OWNER'S LIABILITY

Jim had a very beautiful German shephard dog. Ginger was a friendly dog. Everyone in the neighborhood knew Ginger as a friendly, playful animal that never chased cars or barked at people.

One day after school, Jim noticed that Ginger had broken loose from her chain and that Ginger was nowhere to be found. He searched the entire neighborhood. That evening a farmer called Jim's father and told him that he had to kill Ginger because he attacked one of his dairy cows. Jim's father found this hard to believe. He didn't see why the farmer had to kill Ginger. After talking to the Sheriff's Departmnet, he found out that it was "not really necessary to prove notice to or knowledge by any such owner or keeper of such dog that the dog was mischievous or disposed to kill or worry any dairy cattle."

Jim's father thought this really unfair in this case since Ginger had never attacked cattle before. What do you think?

1. Do you think Florida Statute 767.05 is fair? The law says that it is "not necessary to prove notice or knowledge by any such owner or keeper of such dog that the dog was mischievous or disposed to kill or worry any dairy cattle."

2. Do you think the farmer could have caught Ginger and explained the situation before taking action with his shotgun? Why? Why not?

3. Do you think maybe it wasn't really all of Ginger's fault?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

CRUELTY TO ANIMALS

Jesus and Maria, both nineteen years old at the senior high school, got off the bus and were waiting at the benches outside their classroom for school to begin.

Maria was nervously swinging her feet as a stray dog approached and began sniffing. Surprised by the dog's presence, Maria spontaneously kicked the dog hitting him in the throat. Immediately the dog retreated towards the end of the school's property.

Jesus jumped from his seat and chased the dog to the middle of the school's property, kicking him about the stomach. Moaning and whimpering, the dog ran to the end of the school's property.

Paul Makowski, lurking behind a building near the benches, observed the incident and reported what had happened to his brother-in-law, a policeman.

Jesus and Maria were later arrested and charged with cruelty to animals. If found guilty, they could or would be sentenced to a first degree misdemeanor punishable up to one year in a county jail and/or a $1,000 fine.

Discussion Questions:

1. Was Maria acting in an unlawful manner when she kicked the dog?
2. Did Jesus have the right or responsibility to do what he did?
3. Would it have made any difference if the dog had not been a stray?
4. Why do you feel society enacted such a law?
5. If the dog continued to the far end of the property and bit another student, would/should Jesus be held responsible?
6. Would you have reported the incident as did Paul?
7. Were any other laws broken by Paul, Maria, or Jesus?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

SOCIETY AND SELF

As the recession intensifies in our country, more and more employees are being "laid off" from work. Todd, an eighth grade student at Harvard Junior High can personally testify to this. Todd's father, prior to loosing his job as a result of this recession, was employed by Mid-South Phosphate mines. Daily Todd is confronted with the anxious faces of his parents--"How, they wonder, will we pay the bills; will this ever end?"

Blackey, Todd's dog, is his best friend and companion. Last Wednesday afternoon, Todd ran home from school and was surprised when Blackey was not waiting at his usual spot for him. On the verge of tears, Todd ran into the house and was greeted by the angry face of his father. "Where," Todd asked, "is my dog? What happened to Blackey?" "Shut up, kid," answered his father, "I can't even afford to feed you, let alone a stupid dog."

Later that evening Todd learned that his father dumped Blackey out on a lonely country road with no food or water. Todd was heartbroken.

1. Who are the victims in this passage?

2. Did Todd's father break the law?

3. Would you feel hurt or angry if you were in Todd's situation?

One sunny afternoon, John and Jeff decided to go fishing at Armond Creek. John's mother packed a sack lunch for each boy and Jeff took an ice chest full of cokes.

After catching three fish, the boys decided that it was time for lunch. After eating, John, remebering what he was taught in boy scouts, gathered his papers and cans together and placed them in a paper bag. He planned to throw the bag in the trash bin on the way home. Jeff, on the other hand, threw all his trash under a nearby tree. He had no intentions of picking it up before leaving.

1. Which boy did the "right thing?"

2. What word would best describe Jeff's actions?

3. Was Jeff's behavior harmful to society as a whole?

4. Shoud we have a law against this type of behavior?

5. How does littering affect the environment?

Mary steals a check from her mother's checkbook. Shortly thereafter, she heads downtown to McQuinney's department store to purchase a pair of jeans.

1. Is Mary breaking the law?

2. Is the clerk and/or owner of the department store guilty of breaking the law?

3. Who are the victims in this passage?

4. What purpose does this law serve?

Martin is 12 years old. For his tirteenth birthday, Martin's parents bought him a BB gun. One afternoon, as he was strolling the countryside looking for blackbirds to shoot, Sheriff Alderman quietly approached him. He was told, after a short conversation, to get in the police car and he would be taken home.

1. Did Martin break the law?

2. Are Martin's parents guilty of breaking the law?

3. What would be the purpose for having such a law?

NAME _____ TEACHER _____

SCHOOL _____ DATE _____

SLUGS AND VENDING MACHINES

Bill and his friends were approached one morning before school by Ulaldo who offered to sell them a bag of slugs for a dollar. Ulaldo had produced the slugs from a clay mold and melted down tie weights. With the slugs, products from the soft drink, candy, and pastry machines could be obtained.

After considering the purchase, Bill and his friends agreed that the possibility of being caught was too great and the consequences too harsh.

As the bell rang for first period class, Bill and his friends departed in their separate directions. Considering the fun he might have, Bill approached Ulaldo and slipped him a dollar for a bag of slugs.

At lunch break, Bill went to a drink machine and deposited some of the slugs and received a drink. This practice continued for several weeks with Bill offering products from the various vending machines to his friends, many of whom accepted the goods.

One day just before going to lunch, Bill slipped a slug into the candy machine and pushed the button without results. The principal, Mr. Howard, saw the situation and opened the machine to return Bill's money.

Upon opening the machine, Mr. Howard saw Bill's slug and no other coin around it. Bill was instructed to go to the principal's office where he flatly denied using the slug. Mr. Howard called in the campus security officer and a search of Bill's person was made resulting in the confiscation of his last five slugs.

Frightened by the situation he was in, Bill confessed and told on Ulaldo.

Discussion Questions:

1. By placing slugs in the vending machines, how was Bill affecting other people in school who used the machines?

2. Do you feel that Bill was more guilty of committing a crime than Ulaldo?

3. Was Mr. Howard correct in having Bill searched?

4. Were Bill's friends guilty of any crime?

   A. Not reporting Bill after receiving stolen goods?
   B. Not reporting Ulaldo for trying to sell slugs?

5. Do you feel that if a person is too poor to put money into a machine, they have the right to use slugs?

6. If a machines is broken and returns you money or goods, what should you legally do?

7. Would you consider the taking of products from a machine as described in question is the same as using slugs to obtain goods.

Bill and Ulaldo were charged with a crime punishable with a second degree misdemeanor which could result in up to 60 days in county jail and/or a $500 fine.

1. Was Bill any less guilty than Ulaldo?

2. If you were the judge, what sentence would you give Bill?

3. If you were the judge, what sentence would you give Ulaldo?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

THE SCHOOL ASSEMBLY

Jane and Mark were nineteen years old and seniors at Spanish Moss High. Unfortunately, they were considered out-castes by their peers. They openly smoked pot, used vulgar language, and made fun of those who cooperated with teachers and administrators.

In the classroom Jane and Mark were constantly causing trouble. Mark had received two five day suspensions thus far and Jane had numerous visits with the Dean.

On April 18, Jane and Mark started their day in good fashion. Mark cursed out his homeroom teacher for no apparent reason and Jane flooded the girsl restroom with water from a stopped up toilet. Both received ten days suspension to start the next day.

At ten o'clock the entire shcool assembled in the guy for a pep rally. Jane and Mark with full knowledge that they had already received suspension from school for their earlier actions, decided to go out in style.

As the cheerleaders began their cheers, Jane jumped out on the guy floor and began dancing and yelling followed by Mark who ran through the cheerleaders in formation.

Immediately, Mr. Smith, the Principal, Mr. Cobb and Mrs. Vagus, teachers, subdued the pair and escorted them to the office. Along the way, Jane turned and spit in Mrs. Vagus' face. Once seated, Mr. Cobb called the school security officer.

Discussion Questions:

1. Who was hurt most by Jane and Mark's actions?

2. What do you feel caused Jane and Mark to do what they did?

3. What alternatives did Mr. Cobb have in punishing Jane and Mark?

4. Should this incident be considered under school policy or turned over to the courts?

Mr. Cobb decided to file criminal charges against Jane and Mark for disturbing a school assembly.

The duo pleaded guilty and were sentenced to a second degree misdemeanor punishable by up to sixty days in a county jail and/or a $500 fine.

Discussion Questions:

1. Could Jane and Mark have been charged with committing other criminal offenses?

2. Why do you feel Mr. Cobb opted to have Jane and Mark charged with disturbing a school assembly rather than continue with the ten days suspension?

3. If you were the judge, how stiff a sentence would you give?

4. How would you feel about Mark and Jane returning to your school?

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

FALSE ALARM OF FIRES

Martin, a nineteen year old junior , went through the school day in a rather calm manner. He was assigned homework in every class except physical education. The assignments included studying for tests in English and American History.

If Martin bombed out on either, he would surely have a failing average. He could not afford such grades for his parents would force him to quit school and pick oranges. Martin hated picking oranges.

Immediately after school, Martin was confronted by friends who persuaded him to go fishing along the river. Without thinking, he agreed.

Returning home just before dark, he was so exhausted that he ate dinner and immediately went to bed without studying.

Waking up early the next morning, Martin studied for his English test but nothing seemed to sink in. English was second period and American History was fifth.

On his way to school, Martin thought of ways to avoid taking the tests. If he got sick (?) and went home, his mother would surely put him to bed or take him to the doctor. If he skipped class, he would receive an unexcused absence and would not be allowed to make up the test.

After contemplating a few minutes, Martin came up with a plan which involved pulling the fire alarm just before class started. This would force the evacuation of the school and take up at least half of the English period. The teacher would not dare give the test with half the period gone. American History was fifth period which would give him time to consider how to avoid that test.

As the bell rang for second period, Martin made his way up the stairs to a fire alarm in a secluded area of the building near Mr. Holland's classroom. Quickly, Martin pulled the alarm and turned to run, but came fact to face with Mr. Holland.

The school was evacuated as the fire procedures required, but Martin was sent immediately to the office of Mr. Jones, the Principal. As a result of Martin's belligerent behavior, Mr. Jones called the school security officer who took Martin to the police station and charged him with causing a false alarm of a fire.

Martin pleaded guilty and the judge gave him a six months suspended sentence and a fine of two hundred dollars with the stipulation that he continue his chool work successfully. The charge for the crime is up to one year in a county jail and/or $1,000 fine (first degree misdemeanor).

Three months later Martin found himself in a similar situation. Having a "D" average in American History, he needed a passing grade to maintain his average. The night before the test he was persuaded to accompany his friends to a video game room. With the self assurance that there was no way possible for him to be so unlucky as to be caught twice for the same act, Martin went into the restroom as the fifth period bell rung and waited for the hall to clear. With the hall clear, he pulled the fire alarm and as he turned to go to class, ran smack into Mr. Jones. Pushing Mr. Jones against the wall, Martin ran out of the building.

Soon after the incident Martin was picked up by the security officer and taken into custody.

Discussion Questions:

1. Should have Martin shouldered the guilt alone for the illegal acts he committed?

2. What possible alternatives did Martin have before committing the illegal acts?

3. Was the judge fair in sentencing Martin the first time he was arrested?

4. What sentence should the judge give Martin for the second offense?

5. Were there any other illegal actions committed by Martin?

6. Who might have been hurt by Martin's illegal actions?

7. What is the difference between what Martin did and a fire drill?

Martin's first sentence was a first degree misdemeanor. Under the law, Martin's second arrest and subsequent guilty plea for the same illegal act caused the judge to charge him with a third degree felony punishable by up to five years in prison and/or $5,000 fine.

Discussion Questions:

1. Why do you thing the second offense received a felony classification rather than a misdemeanor?

2. If you were the judge, what sentence would you give Martin for the second offense? Why?

3. Why does society legislate punishment so harsh for crimes in which nothing is stolen, no one injured, nor no property destroyed?

4. How could Martin be made to pay back society for his mistakes other than the actions for in the legal statutes?

BEST COPY AVAILABLE

Illegal Use Of Handicapped Parking Has A Fine Of $15

The county commission passed an ordinance last Thursday cracking down on use of handicapped parking areas by those not qualified.

Penalties for being charged with violating the ordinance are a $15 fine and court costs.

A sticker to put in the upper left-hand corner of a license tag entitling a person to use handicapped parking facilities can be obtained for 50 cents from the tax collector, Curtis Estelle, if the person has a letter from a doctor saying he or she cannot walk.

has no jurisdiction on S.R. 64.

Other requests on the petition were the speed limit reduced from 45 to 35 miles per hour and strictly enforced, that city limit to city limit be a no [illegible] zone, that [illegible]

and septic tanks and breeding mosquitos and disease, that public roads and drives be maintained by filling [illegible]

—approved a list of items furnished by property appraiser Reid [illegible]

—approved new rates for the landfill. They [illegible]

—approved ...

THE CRIMINAL AND THE JUVENILE JUSTICE SYSTEMS.....

The central elements of the process in juvenile justice can be obtained in Hardee County from Ms. Pat Sellers, Department of Health and Rehabilitative Services office in Wauchula, or from Bruce Flowers' textbook, Introduction to Florida Law.

The central elements of the criminal justice system may be obtained from the Flowers' book, or from Larry Cook, Hardee County Schools, or any local law enforcement officer.

The activities in this section are useful to see if your students understand the process--inherent in the juvenile and the criminal justice systems!

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

MAPPING THE CRIMINAL JUSTICE SYSTEM

You have studied the criminal justice system in Florida. Now it is time to show your understanding of the steps in this system. Begin with No. 1 (THE CRIME) and number the steps through to No. 11 (OUT-OF THE SYSTEM). Then, connect the steps in order by drawing arrows.

1. THE CRIME

____ BOOKING

____ TRIAL

____ PAROLE

____ IMPRISONMENT

____ ARREST

____ PRELIMINARY HEARING

____ ARRAIGNMENT

____ SENTENCING

____ INVESTIGATION

11. OUT-OF-THE-SYSTEM

NAME_____ TEACHER_____

SCHOOL_____ DATE_____

MAPPING THE JUVENILE JUSTICE SYSTEM

You have studied the juvenile justice system in Florida. Now it is time to show your understanding by 1) numbering the blocks in the system from 1 to 10, and 2) drawing lines or arrows from one step to the next in the proper order. Begin with No. 1 (THE CRIME) and end with No. 10 (DISCHARGE; OUT-OF-THE-SYSTEM).

1. THE CRIME

___ HRS INTAKE DETENTION SCREENING UNIT at the Youth Detention Center agrees with the officer to detain the youth

___ HRS PLACEMENT AND INTERNMENT IN A RESIDENTIAL PROGRAM ("treatment")

___ COMMITTED TO HRS CUSTODY and given a PLACEMENT SCREENING

___ COURT ARRAIGNMENT OR ADJUDICATORY HEARING. Within 21 days of detention, the Circuit Court, Juvenile Div. holds an Arraignment Hearing (if a guilty plea) or an Adjudicatory Hearing (if a not guilty plea). (Found guilty)

___ HRS INTAKE, FIELD UNIT. Assesses the juvenile's situation and behavior, reports to the State Attorney with a recommendation. STATE ATTORNEY petitions the Circuit Court/ Juvenile Division for a trial.

___ POLICE OFFICE AT THE SCENE DETAINS THE YOUTH, THEN REQUESTS DETENTION

___ DETENTION HEARING, with 24 hours of the detention, the Circuit Court, Juvenile Division holds a detention hearing with HRS and State Attorney's recommendations(Agree to Detain)

___ COURT DISPOSITIONAL HEARING, within 15 days the Circuit Court, Juvenile Div. holds a Dispositional Hearing to "sentence" the youth (Commit to HRS custody)

10. DISCHARGE; OUT-OF-THE-SYSTEM

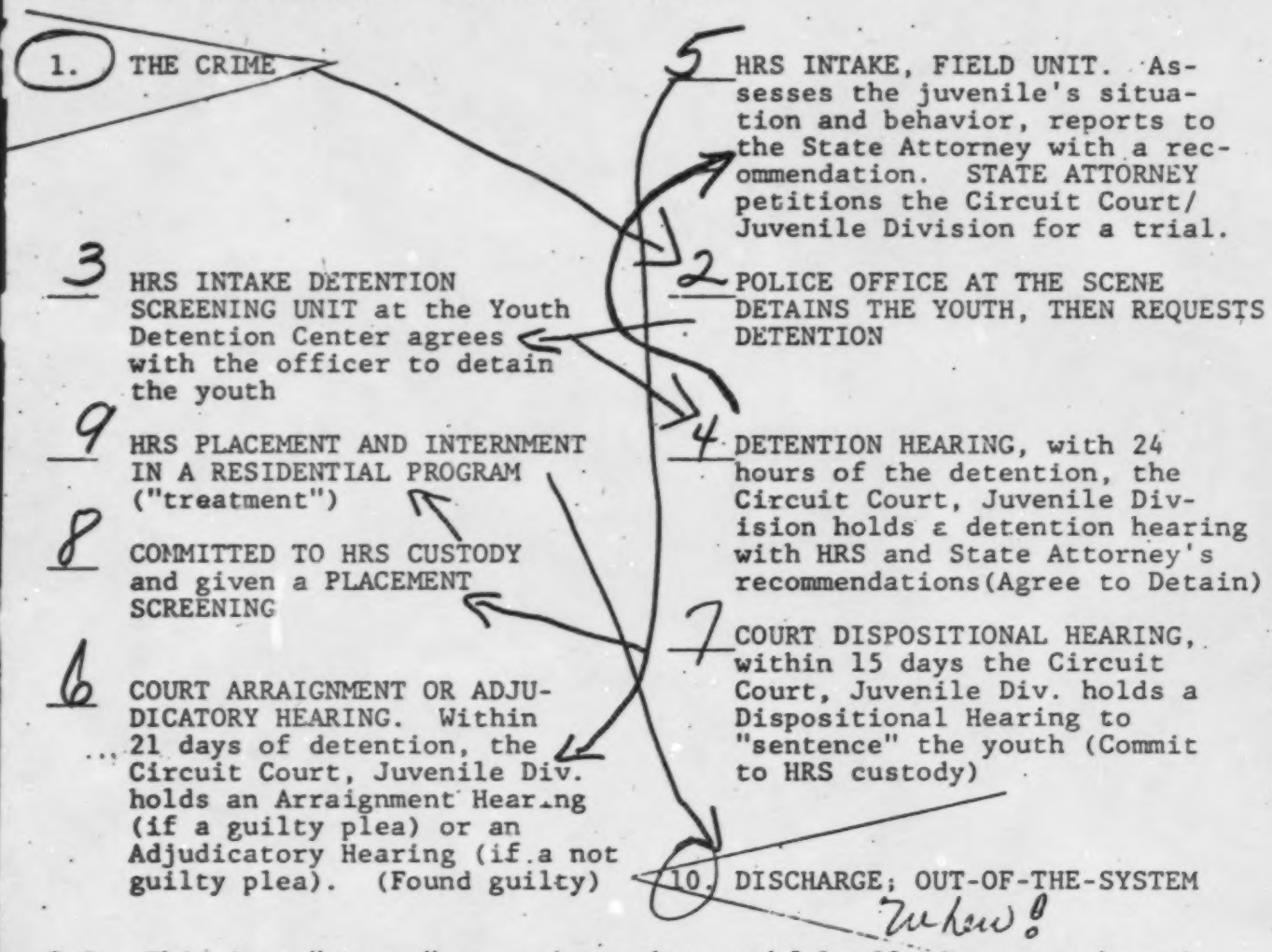
Whew!

P.S. This is a "severe" case where the youthful offender goes through the whole process....but not serious enough for the State Attorney or Juvenile Judge to send the youth to the Adult Court System!

TEACHER'S ANSWER SHEET

MAPPING THE JUVENILE JUSTICE SYSTEM

You have studied the juvenile justice system in Florida. Now it is time to show your understanding by 1) numbering the blocks in the system from 1 to 10, and 2) drawing lines or arrows from one step to the next in the proper order. Begin with No. 1 (THE CRIME) and end with No. 10 (DISCHARGE; OUT-OF-THE-SYSTEM).


1. THE CRIME
5 HRS INTAKE, FIELD UNIT. Assesses the juvenile's situation and behavior, reports to the State Attorney with a recommendation. STATE ATTORNEY petitions the Circuit Court/ Juvenile Division for a trial.
3 HRS INTAKE DETENTION SCREENING UNIT at the Youth Detention Center agrees with the officer to detain the youth
2 POLICE OFFICE AT THE SCENE DETAINS THE YOUTH, THEN REQUESTS DETENTION
9 HRS PLACEMENT AND INTERNMENT IN A RESIDENTIAL PROGRAM ("treatment")
4 DETENTION HEARING, with 24 hours of the detention, the Circuit Court, Juvenile Division holds a detention hearing with HRS and State Attorney's recommendations(Agree to Detain)
8 COMMITTED TO HRS CUSTODY and given a PLACEMENT SCREENING
7 COURT DISPOSITIONAL HEARING, within 15 days the Circuit Court, Juvenile Div. holds a Dispositional Hearing to "sentence" the youth (Commit to HRS custody)
6 COURT ARRAIGNMENT OR ADJUDICATORY HEARING. Within 21 days of detention, the Circuit Court, Juvenile Div. holds an Arraignment Hearing (if a guilty plea) or an Adjudicatory Hearing (if a not guilty plea). (Found guilty)
10. DISCHARGE; OUT-OF-THE-SYSTEM
You know!

P.S. This is a "severe" case where the youthful offender goes through the whole process....but not serious enough for the State Attorney or Juvenile Judge to send the youth to the Adult Court System!

HARDEE COUNTY JAIL TOUR

One way to see the "consequences of crime" is to visit the Hardee County Jail and talk with the Sheriff's Deputies in charge. We have included the important forms used in the jailing process. There are two offense reports, one for crimes against property and the other for crimes against persons. The arresting officer fills out these documents. When the accused is booked at the jail, the Booking Information form is filled out. The accused is fingerprinted (form enclosed). A copy is maintained in Hardee County and a copy is sent to the Florida Department of Law Enforcement in Tallahassee, where it is coded and entered into a massive State computer. Finally, after the case is decided, the Sheriff's Department sends in the Final Disposition Report to Tallahassee, to bring the accused person's records up to date in that State computer. Law enforcement officers in any county can get information on you, once you and your record are placed in the computer in Tallahassee. Teachers might have students role-play, using these forms.

Sheriff's Report

During the past week, sheriff's deputies investigated the following incidents and made the following arrests:

Oct. 17, Merle Dean of Grove Street, Bowling Green, reported the theft of a 15 horsepower Johnson outboard motor.

Oct. 16, Oscar Sanchez, 28, was arrested about 6 p.m. in front of the Plaza Theater in the Wauchula Plaza on charges of inhalation of a harmful chemical and resisting arrest without force. He was apparently sniffing something in a carbonated drink can. Sanchez was being held in the county jail in lieu of $300 cash or $1,000 surety bond.

Oct. 16, Henry Larry Bodie, 31, was arrested on Old Bowling Green Road by Bowling Green police at 1:26 a.m. on charges of fleeing and attempting to elude police and no valid driver's license. He was released from jail later that same day on $1,500 surety bond.

Oct. 16, Arlene Bivens, 21, and Robert Preston Bivens, 22, were arrested at 2:10 a.m. on Hickory Drive, Zolfo Springs, by Zolfo Patrolman P. Albritton. Arlene was charged with battery on a police officer and released from jail that same day on $250 cash bond. Robert was charged with resisting arrest with force and violence and disorderly conduct. He was released from jail that same day on $400 cash.

Oct. 16, the county road department reported vandalism to a county road grader parked at the intersection of Vandolah Road and the Ona Fort Green Road. Four rear tires on the grader were punctured with what appeared to be a knife. Damage was estimated at $[illegible]

Oct. 14, Charles B. Cartwright, 30, was arrested near the corner of Manley and Griffin roads on a warrant from DeSoto County for aggravated battery. He was released to the DeSoto County authorities later that same day.

Oct. 14, Grady Tomlinson reported the theft of a 12 guage Remington automatic shotgun, valued at $175, and about $100 in quarters and half-dollars from his residence on Rhynn Road. Entry was gained by tearing through the screen on a front window.

Oct. 14, Carlos Alvarez reported the theft of a Zenith combination stereo valued at $125 from his mobile home on Anderson Road just outside Wauchula. Entry was gained by forcing a door.

Oct. 14, Nancy Craft reported the theft of cash and sterling silver items worth more than $900 from her home on Cecil Langford Road in Crewsville. Entry was gained by removing a screen from a window. ($300), two sterling silver vases with handles ($600), two sterling silver baby cups, two sterling silver baby toothing rings and four salt and pepper shakers. Entry was gained by removing a screen from a window.

Oct. 13, Roger Fumanti reported vandalism to Rogers Meat Market on U.S. 17 south of Bowling Green. Water pipes were broken and a water tank was turned over causing about $75 worth of damage.

Oct. 13, Rocky Watson reported the theft of a Midland CB radio and microphone valued at $200 from his mobile home on Methodist Church Road near Zolfo Springs. Entry was gained by forcing open a rear door.

Oct. 13, the U.S. Border Patrol arrested Robles Rojas, 33, Ricardo Reta, 21, Francisco Gonzales, 23, Ruiz Cabrerra, 19, and Juan Sanchez, 21, on immigration violations. After being housed in the jail overnight, they were again released to the custody of the border patrol.

Oct. 11, Bobby Robinson, 39, was arrested on New York Avenue on a warrant for four counts of exposing his sexual organs. He was released from jail the next day on a surety bond.

The inmate population at the county jail reached a high last week of 19 on Saturday, Oct. 16.

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HARDEE COUNTY SHERIFF'S DEPARTMENT
★ OFFENSE REPORT ★
(CRIMES AGAINST PROPERTY)

FENSE NO. _____ _____ COMP. NO. _____

CLASSIFICATION

ZONE _____

nplainant's Name (firm name if business)	Age	R/S	DOB	Phone (bus.)	Phone (res.)

iling Address	City	State	Business, employment, school, etc.
eet Address	City	State	Will complainant prosecute

ce where offense occurred	Type of structure, area, etc.

dus Operandi

orted by	Mailing Address	City	State

eet Address	City	State	Phone (bus.)	Phone (res.)

ported to	Day, Date, Time of report	How reported

, Date, Time of offense	Officer's arrival time

en/Damaged Property:

Qty.	Name/Description	Age	Value
		Total Value	

rative (Brief summary of offense)

estigating Officer(s) _____ Report by _____ Date _____

e case is ___ Cleared ___ Unfounded ___ Active ___ Other Approved by _____ Date _____

HARDEE COUNTY SHERIFF'S DEPARTMENT
★ SUPPLEMENTAL OFFENSE REPORT ★

OFFENSE NO. _____ _____ COMP. NO. _____

COMPLAINANT'S NAME

Stolen/Damaged Property List (Continued)

Qty.	Name/Description	Age	Value
		Total Value	

Investigating Officer (s) _____ Report by _____ Date _____

Page _____ of _____ pages Approved by _____ Date _____

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HARDEE COUNTY SHERIFF'S DEPARTMENT
★ OFFENSE REPORT ★
(CRIMES AGAINST PERSONS)

OFFENSE NO. _____ COMP. NO. _____

CLASSIFICATION ZONE _____

tim's Name	Age	R/S	DOB	Phone (bus.)	Phone (res.)
iling Address	City	State	Business, employment, school, etc.		
et Address	City	State	Will victim prosecute?		
orted by	Mailing Address	City	State		
eet Address	City	State	Phone (bus.)	Phone (res.)	
orted to	Day, Date, Time of report	How reported			
y, Date, Time of offense	Officer's arrival time				
scription of injury and how wounded					
cation committed	Location injured/deceased found				
ured/deceased found by	Mailing Address	City	State		
eet Address	City	State	Best contact phone	Date/time found	
ured/deceased taken to	Street Address	City			
ured/deceased taken by	Mailing Address/Agency name	City	State		
eet Address	City	State	Phone (bus.)	Phone (res.)	
tending Physician	Mailing Address	City	State		
eet Address	City	State	Phone (bus.)	Phone (res.)	
arest Relative	Mailing Address	City	State		
eet Address	City	State	Best contact phone	Relationship	
scription of weapon used	Where weapon found				
apon found by	Mailing Address/Agency name	City	State		
eet Address	City	State	Best contact phone	Date/time found	
apon turned over to	Title/Rank	Agency	Date/time		

vestigating Officer(s) _____ Report by _____ Date _____

is case is ___ Cleared ___ Unfounded ___ Active ___ Other Approved _____ Date _____

70

HARDEE COUNTY SHERIFF'S DEPARTMENT
★ OFFENSE REPORT ★
(CRIMES AGAINST PERSONS)

OFFENSE NO. _____ COMP. NO. _____

CLASSIFICATION

ZONE _____

Autopsy performed by	Mailing Address	City	State

Street Address	City	State	Phone (bus.)	Phone (res.)

Cause of death (if known)	Date/time of death

External examination of body and clothing

Personal valuables found on or around body:

Item/description	Taken by	Given to/placed in

Narrative (Brief summary of offense)

Investigating Officer(s) _____ Report by _____ Date _____

Page _____ of _____ pages

BOOKING INFORMATION

NAME _____ ALIAS _____
LAST FIRST MIDDLE

ADDRESS _____

S/S# _____ D/L# _____ PHONE _____

CHARGE _____

POB _____ DOB _____ AGE _____ RACE _____ SEX _____

HT _____ WT _____ EYES _____ HAIR _____ COMPLEXION _____ BUILD _____

MARKS AND SCARS _____

KNOWN ILLNESS _____

OCCUPATION _____ MARRIED _____ SINGLE _____

NEAREST RELATIVE _____ RELATIONSHIP _____

ADDRESS OF RELATIVE _____ PHONE _____

DATE OF ARREST _____ TIME OF ARREST _____

NAME OF ARRESTING OFFICER(S) _____

LOCATION OF ARREST _____

ADDITIONAL REMARKS _____

NAME OF ATTORNEY _____ RELIGION _____

HEALTH INSURANCE CO. _____ POLICY NUMBER _____

FOR OFFICE USE ONLY

CASE HISTORY# _____ ARREST# _____ COMPLAINT# _____

OFFENSE REPORT# _____ FBI# _____ FDCLE# _____

I hereby authorize the inspection of my mail be jail authorities:

PRISONER'S SIGNATURE _____

I was allowed to make a telephone call: DATE _____ TIME _____

PRISONER'S SIGNATURE _____

LEAVE BLANK

TYPE OR PRINT ALL INFORMATION IN BLACK

LAST NAME FIRST NAME MIDDLE NAME

BEST COPY AVAILABLE

FBI LEAVE BLANK

STATE USAGE

ALIASES AKA

FL0250000
SO
WAUCHULA FLA

SIGNATURE OF PERSON FINGERPRINTED

THIS DATA MAY BE COMPUTERIZED IN LOCAL, STATE AND NATIONAL FILES

DATE | SIGNATURE OF OFFICIAL TAKING FINGERPRINTS

DATE ARRESTED OR RECEIVED DOA

SEX	RACE	HGT	WGT	EYES	HAIR

DATE OF BIRTH DOB
Month Day Year

PLACE OF BIRTH POB

CHARGE
1.
2.
3.

NCIC

YOUR NO OCA

FBI NO FBI

SID NO. SID

SOCIAL SECURITY NO SOC

LEAVE BLANK

CLASS

REF

FINAL DISPOSITION
1.
2.
3.

CAUTION

NCIC CLASS - FPC

1. R. THUMB | 2. R. INDEX | 3. R. MIDDLE | 4. R. RING | 5. R. LITTLE

6. L. THUMB | 7. L. INDEX | 8. L. MIDDLE | 9. L. RING | 10. L. LITTLE

LEFT FOUR FINGERS TAKEN SIMULTANEOUSLY | L. THUMB | R. THUMB | RIGHT FOUR FINGERS TAKEN SIMULTANEOUSLY

Reel

Check Name*

ANA* Yes ☐ No ☐

Add D.O.B.* Yes ☐ No ☐

Aliases for Input*

CHQU

Old F/P Class

Old Height | Old Weight | Old Hair

Mod P.O.B.* Yes ☐ No ☐

Add SSN* Yes ☐ No ☐

In NCIC Yes ☐ No ☐

FDLE No

Reel and Frame

Blocking Out

68 73

Blocking Out Reference

Blocked Out By:

Classed By

Identified By

Mod. Reel and Frame*

Verified By

Frame

FLORIDA DEPARTMENT OF LAW ENFORCEMENT
P. O. BOX 1489, TALLAHASSEE, FLORIDA 32302

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PALM PRINTS TAKEN? YES ☐ NO ☐

PHOTO AVAILABLE? YES ☐ NO ☐

IF AVAILABLE, PASTE PHOTO OVER INSTRUCTIONS IN DOTTED AREA → (DO NOT USE STAPLES)

SINCE PHOTOGRAPH MAY BECOME DETACHED INDICATE NAME, DATE TAKEN, FBI NUMBER, CONTRIBUTOR AND ARREST NUMBER ON REVERSE SIDE, WHETHER ATTACHED TO FINGERPRINT CARD OR SUBMITTED LATER.

IF ARREST FINGERPRINTS SENT FBI PREVIOUSLY AND FBI NO. UNKNOWN, FURNISH ARREST NO. _____ DATE _____

STATUTE CITATION (SEE INSTRUCTION NO. 9) CIT

1.
2.
3.

ARREST DISPOSITION (SEE INSTRUCTION NO. 5) ADN

1.
2.
3.

EMPLOYER: IF U. S. GOVERNMENT, INDICATE SPECIFIC AGENCY. IF MILITARY, LIST BRANCH OF SERVICE AND SERIAL NO.

OCCUPATION

RESIDENCE OF PERSON FINGERPRINTED

SCARS, MARKS, TATTOOS, AND AMPUTATIONS SMT

BASIS FOR CAUTION ICO

DATE OF OFFENSE DOO | SKIN TONE SKN

MISC. NO. MNU

ADDITIONAL INFORMATION

INSTRUCTIONS

1. UNLESS OTHERWISE PROVIDED BY REGULATION IN YOUR STATE, FINGERPRINTS ARE TO BE SUBMITTED DIRECTLY TO FBI IDENTIFICATION DIVISION FORWARD IMMEDIATELY FOR MOST EFFECTIVE SERVICE.
2. FINGERPRINTS SHOULD BE SUBMITTED BY ARRESTING AGENCY ONLY (MULTIPLE PRINTS ON SAME CHARGE SHOULD NOT BE SUBMITTED BY OTHER AGENCIES SUCH AS JAILS RECEIVING ARREST & FBI REQUEST COPY OF THE IDENTIFICATION RECORD FOR ALL OTHER FINGERING AGENCIES IN SPACE BELOW GIVE COMPLETE MAILING ADDRESS, INCLUDING ZIP CODE
3. TYPE OR PRINT ALL INFORMATION.
4. NOTE AMPUTATIONS IN PROPER FINGER BLOCKS.
5. LIST FINAL DISPOSITION IN BLOCK PROVIDED IF NOT NOW AVAILABLE FURNISH LATER ON FBI ARREST R-84 FOR COMPLETION IF RECORD IF FINAL DISPOSITION NOT AVAILABLE, SHOW PRETRIAL OR ARRESTING AGENCY DISPOSITION e.g., RELEASED, NO FORMAL CHARGE, BAIL, TURNED OVER TO, IN THE ARREST DISPOSITION BLOCK PROVIDED ON THIS SIDE.
6. MAKE CERTAIN ALL IMPRESSIONS ARE LEGIBLE, FULLY ROLLED AND CLASSIFIABLE.
7. CAUTION - CHECK BOX ON FRONT OF CAUTION STATEMENT INDICATED BASIS FOR CAUTION (ICO) MUST GIVE REASON FOR CAUTION e.g. ARMED AND DANGEROUS, SUICIDAL, ETC.
8. MISCELLANEOUS NUMBER (MNU) - SHOULD INCLUDE SUCH NUMBERS AS MILITARY SERVICE, PASSPORT AND/OR VETERANS ADMINISTRATION (IDENTIFY TYPE OF NUMBER).
9. PROVIDE STATUTE CITATION IDENTIFYING SPECIFIC STATUTE (example - PL for PENAL LAW) AND CRIMINAL CODE CITATION INCLUDING ANY SUB SECTIONS.
10. ALL INFORMATION REQUESTED IS ESSENTIAL

SEND COPY TO:

REPLY DESIRED? YES ☐ NO ☐

(REPLY WILL BE SENT IN ALL CASES IF SUBJECT FOUND TO BE WANTED)

IF COLLECT WIRE OR COLLECT TELEPHONE REPLY DESIRED, INDICATE HERE: (WIRE SENT ON ALL UNKNOWN DECEASED)

WIRE REPLY ☐ TELEPHONE REPLY ☐ TELEPHONE NO. AND AREA CODE _____

LEAVE BLANK

LEAVE BLANK

IC-10(REV. 7/73)

Reel

Old Occupation

Old Address

Old City | Old State

Frame

Add SMT* Yes ☐ No ☐ | Caution Flags

Add MNU* Yes ☐ No ☐

69 74

FINAL DISPOSITION REPORT

This form is a requirement of Section 943.052 Florida Statutes and CH 11C-4.06 Florida Administrative Code. Submit to: Florida Department of Law Enforcement
Crime Information Bureau
Post Office Box 1489
Tallahassee, Florida 32302

FBI NUMBER
OBTS NUMBER

BEST COPY AVAILABLE

NOTE: Instructions on Reverse Side.

FDLE NUMBER	NAME ON FINGERPRINT CARD SUBMITTED TO FDLE (Last / First / Middle)
CONTRIBUTOR OF FINGERPRINTS	

DATE OF ARREST M D Y	ARREST NUMBER	SEX	RACE	DATE OF BIRTH M D Y

OFFENSES CHARGED AT ARREST	NCIC CODE	FLORIDA STATUE
1.		
2.		
3.		
4.		
5.		

CONTRIBUTOR OF DISPOTION DATA	DISPOSITION DATE M D Y
	COURT DOCKET NUMBER

FINAL CHARGES	Not filed on by State Attorney	Nolle Prosed by State Attorney	Acquitted	Dismissed	Convicted	Adjudication Withheld	Convicted Sentence Deferred	Acquitted: Insanity	Acquitted Mental Incompetent	Charge Dismissed Insanity	Charge Dismissed Mental Incompetent	Charge pending Insanity	Charge Pending Mental Incompetent	Extradicted	Other*
1.															
2.															
3.															
4.															
5.															

SENTENCE PROVISIONS
1.
2.
3.
4.
5.

*Explain use of "Other" in Sentence Provision Fields

RIGHT FOUR FINGERS PRINTED SIMUTANEOUSLY